DOCUMENT RESUME

ED 283 663 RC 016 301

AUTHOR Parsons, Tom
TITLE The Center for Community Development Annual Report, FY 1985-86. Volume II, Addendum 7.
INSTITUTION California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE 86
NOTE 46p.; For the 1984-85 report, see ED 275 486. Pages 23-33 (reprints of news articles) may not reproduce well.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS American Indian Culture; American Indian Education; *American Indian Languages; *American Indian Literature; Bilingual Education Programs; Community Development; *Community Services; *Cultural Activities; Economic Development; Elementary Secondary Education; Higher Education; Program Descriptions; *Program Effectiveness; *School Community Relationship; Tribes
IDENTIFIERS California (Humboldt County); *Humboldt State University CA; Hupa (Tribe); Karok (Tribe); Tolowa (Tribe); Yurok (Tribe)

ABSTRACT

This report summarizes the Humboldt State University (California) Center for Community Development's activities for fiscal year 1985-86. A chronological compilation of 33 selected projects that have yielded durable or permanent functional and organizational consequences is provided, giving the year of initiation (between 1967 and 1985), the name of the project, and the resulting contributions to the community in question. Perhaps the center's best known project is the American Indian Languages and Literature Program which first adapted an internationally acknowledged, easy-to-learn, uniphonetic alphabet to write Indian languages precisely, and then schooled fluent local speakers in its use and dissemination. A state budget is included totaling $263,791 with an additional $102,533 in government funds. Following this is a list of Citizen's Action Projects with names of principal operatives, credit and non-credit courses and other educational meetings, 33 titles published by the Center, a list of grant seeking efforts, copies of articles, letters of commendation and certificates honoring the center and its activities, and a list of radio and television interviews. Appended is a section on the activities of the center's director during the reporting period, and an annotated bibliography of publications of the Bilingual Emphasis Program on Indian Language and Culture (31 titles). (JMM)

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THE CENTER FOR COMMUNITY DEVELOPMENT

ANNUAL REPORT, FY '1985-'86

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Tolowa: Loren Bommelyn; Berneice Humphrey
Yurok: Jessie Exline; Georgianna Trull

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VOLUME II - ADDENDUM 7

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THE CENTER FOR COMMUNITY DEVELOPMENT
ANNUAL REPORT, FY 1985-'86

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BRIEF DESCRIPTION OF
THE CENTER FOR COMMUNITY DEVELOPMENT

Initiated in 1966 as a grantee of the Higher Education Act of 1965 - Title I, Humboldt State University's Center for Community Development stands as California's only survivor of that heroic legislation's hundreds of millions of dollars that now operates, stable and unaltered, as a line item of the State's annual budget. Serving the State and Nation, primarily the 20,000 square mile coast-and-rivers region of northwest California, the Center's purpose is catalytically to assist people in community groups and sub-groups -- through a variety of communicative and educative processes -- to learn to re-assess and re-deploy their own and available skills, resources and other assets, thereby to achieve their immediate interest, further their long-range goals, and contribute, consequently, to the enrichment of their larger social, aesthetic, and economic environments.

To accomplish this purpose, Center personnel use their skills, first, to quickly gain trusted access to intended client groups; next, to establish mutual confidence and reciprocal communication with them (to get to see the world through client's eyes); and then, of course, to apply appropriate professional insights toward assisting clients to achieve their intended (more accurately, their evolving) goals.

Finally -- perhaps most important -- the Center endeavors to disengage from client groups helpfully and constructively when its essential developmental support is no longer required. This is to insure that scarce professional services aren't extended beyond their intended purposes -- thus to assure that the Center remains precisely a free-flowing conduit for the generation and nurturance of needed community functions which does not (possibly in pursuit of the false security of "overhead" moneys) become choked by a proliferating plethora of administrative detail.

Working in this way since 1966, the Center has received a number of awards including the 1973 American College Testing Program -- National University Extension Association Innovative Award in Continuing Education (Open Category); the National University Continuing Education Association (N.U.C.E.A.) Community Development Division's Innovation in Design Award for 1980; the N.U.C.E.A. Division of Special Certificate & Degree Programs' Special Program Award for 1983; the Community Development Society's Annual Achievement Award presented in August, 1984 -- the initial year of that award program; and the N.U.C.E.A. Arts & Humanities Division's Phillip E. Frandson Award "...in recognition of outstanding...creative programming in the arts and humanities." The several hundred projects completed during this time have yielded many which are now accepted as integral productive components of their communities.

A chronological compilation of selected projects that have yielded apparently durable or permanent functional and organizational consequences appears below:

DATE OF INITIATION	The following projects of the Center for Community Development	--have substantially contributed to or have resulted in the following services, agencies, organizations or institutions:
1967	Ocean Resources Research Group (directly out of which developed:) The Humboldt Bay Development (Committee) Commission Project (Incl. Chairmanship of its Technical Advisory Committee, numerous symposia and workshops, and writing of Final Report.)	The (popularly elective) Humboldt Bay Harbor, Recreation & Conservation District, The University of California-Humboldt State University Humboldt Bay Marine Advisory Extension Service, and other H.S.U. research projects supported under the U.S. Sea Grant Act.
1968	American Indian Languages and Literature (Regeneration) Project (out of which has developed the E.S.E.A. Title VII Bilingual Cross-Cultural Teacher Training and Credentialing Program, the American Indian Communities Film Documentation and TV Projects, the Kotim-een Karuk Ceremonial Support Project, etc.)	Unifon-Indian (uniphonetic) Alphabet; Unifon textbooks and instructional materials (currently about 50 published) in the Hupa, Karuk, Tolowa and Yurok American Indian Languages; California State credentialing of ten teachers of these languages in ten elementary and secondary schools of four regional school districts; establishment of 54 units of College of the Redwoods university transfer credit in these four languages; production of five internationally acclaimed documentary films about this process, and consequent establishment of Shenandoah Films, Arcata, as U.S.' first Indian film producing studio; supervision of Mark Baker's M.S. thesis (H.S.U.): Northwest California Indian Ethnobotany and Richard Keeling's Ph.D. dissertation (U.C.L.A.): Northern California Native Music; development of the nation's only state-credentialing teacher education program in American Indian languages and literature -- supported since 1981 by the U.S. Office of

		Education (Elementary and Secondary Education Act, Title VII). Consequently, the establishment of a new academic curriculum, subdiscipline, and professional career opportunity primarily for Indians.
	Annual Symposium on the Status of Women	Humboldt County Commission on the Status of Women.
1969	Foundation for Religious Transition	The Bishop Pike Foundation, Inc.
	Indian Action Council Project	The Indian Action Council of Northwestern California; and subsequently, the Indian Action Library, Dayschool, etc., in Eureka. Both federally and privately funded.
	Manila-Westhaven Project	The Manila-Westhaven Parents' Council and consequent federal, State and privately financed programs.
	Northwest California Health Facilities & Services Project	Nor Coa Health, Inc.: State and federally-mandated and funded regional planning and review agency which in 1977 merged with its northeastern California counterpart to form the thirteen county Northern California Health Systems Agency (California H.S.A. #1) under federal law. The local Humboldt Co. Health Planning Council, an affiliate, remains currently effective.
	Northwest Indian Cemetery Protective Project	Northwest Indian Cemetery Protective Association, and by direct example and direction: the California Native American Heritage Commission and its establishing State legislation.
1970	Indian Mainstream Project	U.S. Dept. of Labor (Manpower Division) - sponsored Indian Mainstream Program; directly out of which grew the Northwest California Indian Manpower Development Program (the Center's C.E.T.A. Title III prime sponsorship for Del Norte,

		Humboldt and Siskiyou Counties); subsequently the independently incorporated Tri-county Indian Development Council; and currently the Northern California Indian Development Council headquartered in Eureka. This project has precipitated more local Indian employment, industrial development, regeneration of ancient arts and technologies, and restoration of (pre-) historic Indian sites than have all other auspices combined.
1971	Older Americans Act (Title III) Research and Organizational Projects, and consequently the Mature Citizens' Technical Assistance and Outreach Project.	Humboldt Retired Senior Volunteer Program (Funded by U.S. R.S.V.P.) Humboldt Senior Resource Center, its Humboldt Senior News, Meals on Wheels, and many other dependent projects. Area I (northwestern California) Agency for the Aging.
	United Indian Health Services Project.	U.S. Public Health Service-sponsored United Indian Health Services of northwestern California, including the Tsurai Clinic on the Trinidad Rancheria.
1974	Humboldt County Recreation Project	The contemporary State-, County- and privately sponsored Humboldt (year-round, youth) Recreation Program.
	Symposium on the Mad River Watershed	Probably a leading factor in obviating construction of the potentially environmentally catastrophic Butler Valley Dam.
1975	Northcountry Clinic Project	The North Country Clinic for Women and Children.
1977	Agricultural Development and Marketing Project	Humboldt County Grower's Association and H.C.G.A.'s Farmers' Markets in Arcata, Eureka and elsewhere. Also Russell Sydney's (U.C. Davis) M.S. thesis: An Applied Case Study of an Agricultural Development Process ...; the Final Report of the Agricul-

		tural Development Project (1979); and a unique, frequently consulted Agricultural Development Library presently housed in the Center.
	Northwest California Remote Sensing and Technology Transfer Project.	U.S. N.A.S.A. - sponsored Humboldt State University Remote Sensing and Technology Transfer Project; subsequently the Humboldt State University Department of Forestry's Remote Sensing curriculum.
1979	People's Republic of China Cultural and Trade Exchange Project	Local concerts and gallery showings of Chinese art; preferred Chinese mainland travel arrangements for local persons through the P.R.C. Consulate General in San Francisco; a visit by the P.R.C. Consul General to Arcata, Eureka, Hoopa, Scotia, Weitchpec and Redwood National Park; and sale at premium prices of more than 4 million board feet of timber to P.R.C. by the Hoopa Valley Tribe, plus consequent extensive use of local stevedoring and other pertinent business services.
1980	Musica de Macchu Picchu Project	Numerous regional concerts, recordings, and school demonstrations by Steve Berman and the Macchu Picchu Band.
1981	Humboldt Bay Brass Society Project	Numerous local concerts and performances by the excellent University-related Humboldt Bay Brass Ensemble.
	Northeastern California Area Agency for the Aging Project	With cooperation from Chico State University, and at the suggestion of the California State University System Chancellor's Office, the Center organized and established the Northeastern California Area Agency for the Aging -- that region's coordinating office for federal funding of services to senior citizens.
	American Indian Bilingual Teacher Education and Credentialing Project	H.S.U. American Indian Bilingual Teacher Education and Credentialing Program currently

		supporting 12 interns in Hupa, Karuk and Yurok languages. (see Appendix I.)
1982	Braille Community Signs and Directories Project	The Braille Community Signs and Directories Project of the Center, co-sponsored by the Eureka Host Lions' Club, the Braille Transcribers of Humboldt, and the Humboldt Access Project has applied socially/economically liberating signs and directories in Braille inside numerous public buildings and hotels, to restaurant menus, and in stores and shopping centers in Humboldt County. Its work continues apace.
	Mediation Services Support Project	Humboldt Mediation Services regularly provides free litigation-reducing expert inter-personal and intergroup conflict resolution services in Humboldt County.
	Humboldt Bay Symposium II Support Project	Humboldt Bay Symposium II; publication and distribution of Humboldt Bay Symposium II Proceedings.
1983	Humboldt Bay Maritime Museum Support Project	Humboldt Bay Maritime Museum and its publication, Ship's Log.
	California Indian Music Project	California Ethnographic Recordings collections at Lowie Museum of Anthropology, this Center, and the Smithsonian Institution.
	Northwest Intertribal Gathering Project	Annual Northwest Intertribal Gathering: Pre-Thanksgiving feast, ceremony and performance honoring tribes' elders.
1984	Four Winds Productions and Publications Assistance	Four Winds Newsletter and arts classes.
	The Tolowa Nation Assistance Project	Publication of The Tolowa Nation Newsletter; The Tolowa Language textbook; and Huss: The Tolowa People, a petition for federal recognition by Al Logan Slagle, J.D.

1985	Apple (computer) Education Foundation Wheels for the Mind Project: "Speaking Graphically in Indian Languages."	Award of 3 Macintosh 512K systems, development of compatible printout fonts in American Indian Unifon Alphabet, and deployment in public schools' Indian language classes.
	Environmental Allergies Organization Project	Publication of The Reactor and initiation of smoke-free ordinance campaigns in Humboldt County communities.
	Smoke-Free Coalition Support Project	No smoking ordinances, applying to local public buildings and public commercial properties, passed by the city councils of Eureka and Arcata, CA.
	Humboldt Resettlement Services	Organizational development, with information and referral services initiated for the newly arrived Southeast Asian refugee population.

In addition, an introductory undergraduate course, Sociology 122, Introduction to Community Development (4 units), and a graduate course, Sociology 222, Field Analyses and Project Designs in Community Development (4 units) have been offered by the Center through Humboldt State's Department of Sociology; and since 1980 four Masters' and two Doctoral degrees have been awarded by H.S.U. and U.C. Berkeley, Davis, and Los Angeles for dissertations completed in the Center.

Perhaps best known of the Center's projects is its American Indian Languages & Literature Program which can be succinctly described in words used by four national honors it has been awarded: [1]

"The American Indian Languages and Literature Program in the Center for Community Development at Humboldt State University is one of the most innovative achievements in professional community development during the past 20 years. By recognizing national treasure before its extinction, this program first adapted an internationally acknowledged, easy-to-learn, uniphonetic alphabet to write Indian languages precisely, and then schooled fluent local speakers in its use and dissemination.

"This program of the Center has enabled four northwestern California tribes to salvage their venerable literatures; publish them in tribally compiled textbooks; document their (pre-) history; record and compile their traditional music; rediscover and creatively apply archaic, but currently valuable, technologies and arts; chart their ancient geography; catalog their ethnobotany; reenact all this authentically through coached drama; produce five internationally acclaimed documentary films[2] explicating this complex cultural

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[1] The Community Development Society. 1st annual "Achievement Award." 1984.

The National University Continuing Education Association's Division of Special Certificate and Degree Programs. Award for "The American Indian Languages & Literature Bilingual Teacher Preparation and Credentialing Program." 1983.

The N.U.C.E.A. Community Development Division. "Innovations in Design and Implementation of New Methods for Improving Community Development." 1980.

The National University Extension Association. "Innovative Award in Continuing Education."

[2] JO XUS NOS-LHW - "Again A Person I've Become", Arcata, CA. Shenandoah Film Productions, 1982. (Shown as general session before 1983 meeting of International Society for Political Psychology, Oxford University.)

"Eminent Indian Language Teachers -- How California Credentials Them." Arcata, CA. Shenandoah Film Productions, 1980.

"Our Songs Will Never Die." Arcata, CA. Shenandoah Film Productions, 1979.

"Indian Mainstream." Arcata, CA. Shenandoah Film Productions, 1972.

"Ways of Our Fathers." San Anselmo, CA. Bradley Wright Films. 1971.

regenerative process; and organize these powerfully pride-building elements into award-winning curricula for use in pre- and elementary and secondary schools and in college and university classrooms."

A scholarly curriculum thus was created in an intertribal network of American Indian community development projects, in a 10,000-square mile area of California mountainous terrain. The California Department of Education recognized the program, and the most eminent (generally elderly) Indian graduates were given credentials to teach in the public schools and colleges.

Because U.S. society previously had lacked agencies and institutions capable of accepting or continuing effective support for many of the most indigenous American Indian technological, musical or literary arts, that focus of program development necessarily has been the Center's most constantly demanding. Nevertheless, this constancy has resulted, beginning with the 1981-'82 academic year, in the nation's first bilingual American Indian languages and literature teacher preparation and credentialing degree program to be offered by a state university.

STATE BUDGET

1 Clerical Assistant IIIB	$ 9,605
1 Clerical Assistant IIA	$ 14,593
1 Director	53,472
1 Assistant Director	34,092
Temporary Help	3,047
Staff Benefits	38,114
TOTAL PERSONNEL SERVICES	$152,923
Equipment (Purchase)	$ 795
Motor Vehicle Operation - Private Vehicle	2,276
Postage	2,501
Printing & Duplicating	3,799
Special Lecturers	18,985
Supplies & Services	13,169
Language Teacher Contracts	62,589
Telephone	3,178
Travel, In-State	1,183
Travel, Out-of-State	2,184
Work-Study	209
TOTAL OPERATING EXPENSES	$110,868
TOTAL C.C.D. BUDGET FY '85-86	$263,791*

*Funds from governmental sources provided an additional $102,533. This was Title VII of the Elementary-Secondary Education Act.

CITIZENS' ACTION PROJECTS
AND NAMES OF PRINCIPAL OPERATIVES

1985-1986

Agricultural Development & Marketing Project Library - N. Hill

American Indian Bilingual Teacher Training & Credentialing Program (Twelve credential candidates are enrolled in a "Multiple Subjects Credential Program with a Bilingual Cross-cultural Emphasis in Hupa, Karuk, Yurok & Tolowa.") - R. Bennett, T. Parsons, P. Wenger, M. Mooney, N. Hill (see Appendix I for detailed report.)

American Indian Communities Film Documentation & TV Projects - J. Culp, V. and C. Korb (Shenandoah Films)

American Indian Languages & Literature (Cultural Regeneration) Program - T. Parsons, N. Hill

American Lung Association of California & American Lung Association of the Redwood Empire Assistance - T. Parsons

Apple Macintosh "Speaking Graphically in Indian Languages" Project - R. Bennett

Apple World Exhibition invited presentation, San Francisco Brooks Hall - R. Bennett, T. Parsons

Association of Humboldt Artists Assistance - M. LaPlant, T. Parsons, J. Woolley

Braille Communities Signs & Directories Project - M. Beaman, T. Parsons, D. Perry

California Indian Music Project (with Lowie Museum of Anthropology, U.C.L.A. Musicology Department, and Smithsonian Institution) - R. Keeling

Concerned Students for Native Heritage Project - R. Laizure

The Domestic Policy Association-National Issues Forum Assistance - T. Parsons, J. Woolley

Engineering Orientation Program for Minority High School Youth Program - B. Finney and C. Chamberlain

Reactor Publication Project - S. Molloy, T. Parsons, N. Hill

The Ethnobotany of the Yurok, Tolowa & Karuk Indians of Northwest California Publication - M. Baker, N. Hill, T. Parsons, J. Smith

First Annual Klamath River Run Program - G. McCovey

Foreign Policy Association: Great Discussions Assistance Project - P. Im

Headway of Humboldt Assistance Project - I. Ellers, K. Findlay, N. Myers

Humboldt Bay Brass (Ensemble) Society Support Project - F. Tempas, T. Parsons, N. Hill

Humboldt Bay Maritime Museum Assistance and Publication of The Ship's Log - W. Schafran, C. Main, N. Hill

Humboldt Bay Symposium II Proceedings Publication and Distribution - T. Parsons, C. Toole, N. Hill

Humboldt County Council of Campfire, Inc. Assistance, and Publication of The Flame - A. Bolick, N. Hill

Humboldt Health Horizons: A Community Bio-ethics Project - J. Shoffner, R. Crown

Humboldt Journal of Social Relations Assistance Project - T.Parsons

Humboldt Recreation Program - P. Shepard

Humboldt Resettlement Service - D. Perre-Bathgate, J. Woolley

Indian Mainstream Industries Project - A. Jones

Inter-tribal Gathering Assistance - K. Taylor, T. Parsons

Jean Redpath Workshops on Restoring an Ancient Language Through Song - J. Redpath, T. Parsons

Kotim Een Karuk Ceremonial Society Support Project - S. Davis

Mediation Services Support Project - C. Sharpe, N. Hill

Mexico City Appropriate Technology Workshop Project - P. Lehman, K. Girard

Montgomery Creek Oral History Project - J. Mezzini

North Coast Health Fair Support Project - D. Garrett

Northern California Indian Development Council Assistance - J. Woolley

Northwestern American Indian Arts Touring Exhibition Planning Project - J. Sundberg, L. Bommelyn, P. Pennekamp, T. Parsons

"Olga Loya, Storyteller" Assistance - O. Loya, V. Korb

Phi Kappa Phi Humboldt State University Chapter Charter Initiation Project - T. Parsons

Port Hueneme Naval Construction Battalion Center American Indian Committee Assistance - B.J. Willie, T. Parsons

Prison Inmates' Outside Sponsor Project - H. Bush

Smoke-Free Ordinance Coalition Assistance - S. Molloy, T.Parsons

The Tolowa Language Publication and Distribution - L. Bommelyn, B. Green, B. Humphrey, T. Parsons

The Tolowa Nation Newsletter - J. Giovannetti, N. Hill

Tolowa Tribal Recognition Assistance - L. Bommelyn, A. Logan Slagle, N. Hill, T. Parsons

The United Way of Humboldt Assistance - T. Parsons, J. Woolley

Vanishing Children Assistance Project - S. Vignau, J. Woolley

Young Indian Writers Conference Project - J. Giovannetti, B. Redner

CREDIT & NON-CREDIT COURSES, EDUCATIONAL MEETINGS PRACTICA, WORKSHOPS, SYMPOSIA, SEMINARS, ETC.

American Indian Bilingual Emphasis Program

See APPENDIX I, p. 35

The United Way of Humboldt Directorship

The Director, being the immediate Past President of the Board, continued to serve on the United Way Board of Directors. Committee responsibilities included the Executive, Planning and Allocations, and the Ad Hoc Committees of Executive Director Evaluation and nominations. A major proportion of the volunteered and salaried support of most of the County's 23 most essential human service agencies is provided by the United Way of Humboldt.

The Community Development Society's 1986 (18th) Annual Meeting, August 4-10, Carbondale, IL

The Center's Director attended and presented two programs at the annual meeting.

American Lung Association of the Redwood Empire Board of Directors

The Director, a Past President of the American Lung Association of the Redwood Empire, continued to serve on the Board of Directors and as the Board's representative on the American Lung Association of California Board of Directors.

American Lung Association of California, Board of Directors

Continuing as representative of the American Lung Association of the Redwood Empire, the Director served on the Environmental and Occupational Health Committee Budget and Program Committee and the Ad Hoc Committee to evaluate the performance of the Executive Director.

Further, the Director presented before the Board a series of American Indian public health promotional VCR spots for television, which were locally produced by the United Indian Health Service and Shenandoah Films.

American Lung Association of California Annual Meeting, May 2nd to 4th, 1986

The Director participated as representative of the American Lung Association of California, and the Redwood Empire.

Apple World University Presentations

Bilingual Emphasis Program, Civic Center of San Francisco, January 1986. One of 30 international university programs invited. The Director and Assistant Director attended and presented the unifon alphabet through the use of the Apple MacIntosh computer.

National University Continuing Education Association 71st Annual Meeting.

The Center's Director and Assistant Director attended the 71st Annual Conference of the National University Continuing Education Association in Portland, Oregon, April 25-30, 1986, and were presented the Association's 1986 Philip E. Frandson Award for Outstanding and Creative Programming in the Arts and Humanities (see Awards & Recognition). The work for which this Award was made was Humboldt State University's American Indian Bilingual Emphasis Teacher Credentialing Program.

At the same Conference, the Director, continuing for the third year, chaired an annual session: "The Ten Best New Ideas in Community Outreach Programming" and participated in the panel discussion: "A Look at Effective Community Development and Services Programs at Colleges and Universities.

The Humboldt Recreation Program's 1985-'86 Activities

The Humboldt Recreation Program, directed by Peter B. Shepard, was initiated several years ago by The Center for Community Development -- where its office is situated and through which its widespread operations are administered. Unfortunately, due to state funding cuts, the program services were restricted by whatever support the local communities could afford. Still, a great deal of activity benefited many Humboldt County residents, especially those living in rural and isolated areas. Specific events carried out by H.R.P. during FY 1985-'86 which fall within this section of The Center for Community Development's 1985-'86 Annual Report are:

Week-long overnight camps for disadvantaged and disabled youth, directed by Ms. Teri Provence at Camp Kimtu, Willow Creek.

First aid training and community recreation programming sessions were supervised by Pete Shepard on June 17th, 18th, 21st, and 22nd.

Special events included New Games Day August 14th at Redwood Park in Arcata, Sandcastle Day July 17th at Trinidad Beach, the Dr. Portugal Cup (soccer) tournament, Kite Day and Roller Days.

The county-wide Summer Recreational sites organized and administered by H.R.P. were: Briceland, Ettersburg, Garberville-Redway, and Harris-Alderpoint, Johnson-O'Malley (American Indian) communities, Manila, Mattole Valley, Orleans, Trinidad, Willow Creek, Blue Lake, and Humboldt Boys' and Girls' Clubs sites. Additional programs were held at County of Humboldt sites, in Fieldbrook, and at Arcata's Humboldt Plaza housing project.

HSU Chapter of the Honor Society of Phi Kappa Phi.

The Director assembled the petition information throughout 1985 and submitted a final petition, as requested, to recognize the Humboldt State University Chapter. The Charter for Humboldt State University Chapter No. 244 granted August 9, 1986.

University of California at Berkeley Anthropology Department California Indian Conference, October 18, 1985

The Director presented the documentary film JO XUS NȣS-LϮИ (Again a Person I've Become in the Tolowa American Indian language.

Association for Continuing Higher Education Annual Meeting, October 26-30, 1985

The Director presented "Continuing Education with rural minority clientele in Northern California."

California State University Chancellor's Office Multicultural Conference: Current Directions in American Bilingual Education, Burlingame, California, November, 1985.

The Assistant Director attended and presented the teacher education program at Humboldt State University in American Indian bilingual education.

Humboldt Journal of Social Relations

The Director was appointed to Finance Committee with the Center subventing the salary of the Managing Director.

Charles Kuralt's CBS News Sunday Morning TV Program

The Director was interviewed March 10, 1986 by Peter Hereford and Haywood Hale Broun on the adaptation and use of Unifon alphabet for American Indian languages and literature regeneration. Aired nationally on June 8, 1986.

Western Social Science Association 28th Annual Conference, April 23-25, 1986

The Director presented the film JO XUS N0S-L+И(Again a Person I've Become), as part of a panel discussion of "Growing Up Indian in White America."

American Indian College Motivation Day

The Director provided assistance by serving on the Planning Committee.

Eulogy May 30, 1986 for Captain Paul Lorence, U.S.A.F., K.I.A. over Tripoli, Libya.

The Director, a personal friend, was invited to contribute to the memorial service held at Travis Air Force Base.

University of California, Berkeley Lowie Museum Conference, "Weaving Ancient Traditions into the Fabric of Modern Indian Life." June 8, 1986.

The Director presented two documentary films: JO XUS N0S-L+И (Again, A Person I've Become) and Eminent Indian Language Teachers.

Margo Adler's National Public Radio Program, All Things Considered

The Director was interviewed on the adaptation and use of the Unifon alphabet for transcribing, teaching and regenerating northern California American Indian languages and their literature.

PUBLICATIONS

Bathgate, D. & Woolley, J.: Humboldt Resettlement Services: Action Plan. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Hupa Ceremonial Dances. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Dances The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Birds. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Consonants. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Natural Resources Dictionary. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Nature Coloring Book. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Stories Told in Springtime. The Center for Community Development, H.S.U., 1985.

Bennett, R.: New Hupa Spelling Book. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Hupa Stories. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Hupa Sentences of the Week. The Center for Community Development, H.S.U., 1985-86.

Bennett, R.: Basketmaking Among the Karuk. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Karuk Acorn Book. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Karuk Birds. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Karuk Crossword Puzzles. The Center for Community Development, H.S.U., 1985.

Bennett, R.: Karuk Lesson Book. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Karuk Song Texts. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Karuk Vocabulary Book. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Yurok Natural Resources Dictionary. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Yurok Sentences. The Center for Community Development, H.S.U., 1986.

Bennett, R.: Yurok Stories. The Center for Community Development, H.S.U., 1985-86.

Bennett, R.: Yurok Verb Paradigms. The Center for Community Development, H.S.U., 1986.

Bennett, R.: The Tolowa Language, Brand New Stories and Long Ago People's Stories. The Center for Community Development, H.S.U., 1984.

Bennett, R.: Bilingual Program Newsletter. The Center for Community Development, H.S.U., 1985-86.

Bennett, R.: MULTIPLE SUBJECTS CREDENTIAL PROGRAM: Integration of Bilingual Emphasis Program into University Curriculum. The Center for Community Development, H.S.U., 1985.

Bennett, R.: PROGRAM DOCUMENT: MULTIPLE SUBJECTS CREDENTIAL PROGRAM WITH BILINGUAL/CROSSCULTURAL EMPHASIS IN HUPA, YUROK, KARUK, AND TOLOWA. The Center for Community Development, H.S.U.

Bolick, A. (Ed.): The Flame Newsletter. Camp Fire, Inc., The Center for Community Development, H.S.U., 1985-86.

Culp, J. and Parsons, T.: Documentary film/VCR (30 minutes) People of the Klamath - Part I: The Land. James Culp Productions, 1986.

Krauss, J. (Ed.): Humboldt Access Recreation Program (H.A.R.P.) Newsletter. The Center for Community Development, H.S.U., Monthly 1985-86.

Main, C. (Ed.): The Ship's Log. Humboldt Bay Maritime Museum Newsletter. The Center for Community Development, H.S.U., 1985-86.

Malloy S.: The Reactor Newsletter, The Environmental Allergies Organization. The Center for Community Development, H.S.U., 1985-86.

Parsons, T.: The Center for Community Development Annual Report, FY 1984-'85.

Parsons, T.: Petition for a Humboldt State University Chapter of the Honor Society of Phi Kappa Phi. The Center for Community Development, H.S.U., 1986.

GRANT-SEEKING EFFORTS

Grant-seeking efforts during this period were prolific. Seemingly, long-term efforts are necessary to maintain funding at current levels. All proposals submitted were received with encouragement and are pending or have been returned with recommendations to resubmit.

United States Office of Bilingual Education, Title VII, Educational Personnel Training Program, $170,099. Returned with reader's comments to resubmit for future funding cycles.

United States Office of Bilingual Education, Title VII, Special Populations Program, $130,704. Returned with reader's comments to resubmit for future funding cycles.

California Council for the Humanities, Karuk Multicultural Workshop, $7,899. Returned with reader's comments to resubmit for future funding cycles.

National Science Foundation, Bilingual Science Teacher Training Program, Teacher Enhancement Program, $212,000. Returned with reader's comments to resubmit for future funding cycles.

California State Department of Education, Technology in Foreign Language Curriculum, $168,000. Returned with reader's comments to resubmit for future funding cycles.

National Endowment for the Arts, Planning Grant, $50,000. To support Northwestern American Indian Arts Touring Exhibition. No response to date.

California Arts Council, film production grant, $10,000. To support 30-minute film/VCR: People of the Klamath - Part I: The Land. Funded.

AWARDS & RECOGNITION

Supervisor Wesley Chesbro, Chairman of The Humboldt County Board of Supervisors, paid the Center and Humboldt State University the following compliment in the form of a Letter to the Editor in the September 14th, 1985 (Humboldt) Times-Standard:

Opinions

Community groups deserve thanks

Editor:

I was very pleased to see your excellent editorial of Sept. 1, triggered by the release of the Humboldt Area Foundation's 1984 Annual Report — commending the foundation's many contributions toward maintenance of our region's important cultural and social service functions.

Let me mention the work of another local group, which although less known than some others, has played a critical role over the years in spawning and nurturing dozens of widely valued regional agencies and community services.

^I am talking about a department of Humboldt State University — the Center for Community Development.

The Center for Community Development professionally guides the organized efforts of local people, themselves, to achieve their own and their community's goals. Because of this unique service, our community benefits from the services of such agencies as the Senior Resource Center and RSVP; the United Indian Health Services, the Humboldt Bay Harbor, Recreation and Conservation District, Humboldt State's Sea Grant Program, the Marine Advisory Extension Service and the Indian Action Council.

These diverse organizations and others that the Center for Community Development has helped initiate have improved all of our lives in many ways. It would be hard to imagine life on our North Coast without them.

In spite of our geographic isolation and occasional arguments, complaints and controversy, (or perhaps because of them), we've learned to use our own local resources, like the Center for Community Development and the Humboldt Area Foundation, to solve our problems and to locally generate needed community programs in ways that most larger and richer communities can't even understand or imagine.

Hats off to the Humboldt Area Foundation and the Center For Community Development.

Wesley Chesbro
Supervisor, District 3

26

District Address
P.O. Box 4661
Arcata, CA 95521

Wesley Chesbro
Humboldt County Supervisor
Third District

Humboldt County
Courthouse
825 Fifth St.
Eureka, CA 95501
(707) 445-7693

September 5, 1985

Letters to the Editor
Times Standard
930 Sixth Street
Eureka, CA. 95501

Dear Editor:

I was very pleased to see your excellent editorial of Sunday, September 1, triggered by the release of the Humboldt Area Foundation's 1984 Annual Report--commending the Foundation's many contributions toward maintenance of our region's important cultural and social service functions. Let me enclose the most recent Annual Report of another local group, which although less known than some others, has played a critical role over the years in spawning and nurturing dozens of widely valued regional agencies and community services.

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Hats off to the Humboldt Area Foundation and the Center for Community Development.

Sincerely,

WESLEY CHESBRO
Supervisor, District 3

WC:bjn

National University Continuing Education Association, The Phillip E. Frandson Award, presented to Humboldt State University for the American Bilingual Emphasis Program, Center for Community Development, April 28, 1986. See attached.

Arts and Humanities

A DIVISION OF
THE NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION

presents

The Phillip E. Frandson Award

in recognition of outstanding
and creative programming in
the Arts and Humanities
to

Humboldt State University

for
American Indian Bilingual Emphasis Program
Program Directors: Tom Parsons and Ruth Bennett

April 28, 1986

nuceа

S Sarno
Chairperson, Division of Arts and Humanities

Deborah C. Huntsman
Chairperson, Awards Committee

Electronic Learning, national educational publication by Scholastic, Inc., November-December 1985. In recognition of the Center for Community Development Bilingual Education Program, an article praising The Center's involvement and use of the Apple Macintosh computer in teaching the program.

NOVEMBER/DECEMBER 1985 PUBLISHED BY SCHOLASTIC INC $3.50

ELECTRONIC LEARNING

Who's Guiding Parents' Purchases?

HOW SIX SCHOOLS HELP

39 PUBLISHERS' COPYING POLICIES

12 GREAT GRADEBOOK PROGRAMS

7 STATES POOL SOFTWARE EVALUATIONS

10 TOP BOOKS

ELECTRONIC LEARNING

November/December 1985
Volume 5, Number 3

Published by Scholastic Inc.

GENERAL INTEREST

COVER STORY **Making the Home-School Connection** Computers in homes outnumber those in schools 12 to 1. Here's how six school districts help parents get the most from computers **31**

TELECOMPUTING DIARY
Exploring On-Line Services Modems open up a whole new world, says our columnist in her third series installment **24**

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SOFTWARE

FEATURE **Untangling the Copyright Issues** A guide to 39 publishers' policies on copying, networking, and more **46**

BUYERS GUIDE
Use An Electronic Gradebook Cut down on the time and drudgery of calculating grade averages **28**

SOFTWARE REVIEWS
Summitry for Students A conflict resolution game, life science data bases, a reading comprehension package, an introduction to programming concepts, and a puzzle-making utility **54**

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INSTRUCTIONAL APPLICATIONS

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Writing With Computers Teach writing with the word processing approach. Try these five activities **39**

Software: Side by Side Comparative reviews of five word processing programs **44**

Cover Photo by James Salzano © 1985

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ELECTRONIC LEARNING (ISSN 0278-3258) is published eight times during the year; monthly September through April, bimonthly November/December and May/June by Scholastic Inc., 730 Broadway, New York, NY 10003-9538 for $19.95 per year. Single copy, $3.50. (For Canadian pricing, write our Canadian office, address below.) Second-Class Postage Paid at Monroe, OH 45050-9998 and additional mailing offices. POSTMASTERS: Send notice of address changes to Office of Publication, ELECTRONIC LEARNING, 50 Gerwig Rd., Box 2788, Monroe, OH 45050-2788. Address subscription correspondence to ELECTRONIC LEARNING, P.O. Box 2041, Maharpa, NY 10541. Canadian address: Scholastic-TAB Publications, Ltd., Richmond Hill, Ontario L4B 3G3; in the United Kingdom: Scholastic Publications, Ltd., Westfield Road, Southam, Leamington Spa, Warwickshire, England CV33 0JH; in Australia: Ashton Scholastic Pty. Ltd., P.O. Box 579, Gosford, N.S.W. 2250, Australia; and in New Zealand: Ashton Scholastic, Ltd., 110 Carlton Avenue, Penrose, Auckland 6, New Zealand. Available on microfilm through Xerox University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48106. Available on microfiche through Bell & Howell Micro Photo Division, Old Mansfield Rd., Wooster, OH 44691. Printed in U.S.A. Copyright © 1985 by Scholastic Inc. All Rights Reserved. Permission is granted to make machine copies of material in this issue for classroom use only. Permission to reproduce material in this issue, in whole or in part, in any form or format, for all other uses, must be requested from the publisher.

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EDITOR'S NOTE

CAVEAT VENDOR

Software copying is back in the news. We first heard rumblings at the World Conference on Computers in Education Conference. There we heard of the confusion surrounding copyright issues. Questions about networking, archive copies, and multiple loading swirled about the seminar room. Is it *really* a violation of copyright laws, educators asked for example, to load one copy of a program into several different machines?

We returned from that conference determined to do what we could to clear up the confusion. We headed for the phones and called 39 major publishers to learn their policies on networking, archive copies, multiple loading, and volume discounts. The results of that survey can be found in our feature "Untangling the Copyright Issues," which begins on page 46.

Tale of two letters. But, alas, there is more to the problem than just confusion. Just as we were putting the finishing touches on that article, we received two disturbing letters. The first was from the vice president of an educational software publisher and distributor. Attached to that was the reason for his writing, a startling request from an educator. They are both worth quoting at length:

Dear Editor,

We recently received the following letter from a prospective customer (see below).

I don't know whether to commend this writer for her uncommonly straightforward honesty—or whether to lambaste her for her nonchalant approach to illegal software duplicating, an attitude that appears to be so endemic among educators nowadays that there apparently is no longer any compunction to be clandestine about it. Maybe if I weren't so annoyed and discouraged about having to pilot my company through the throes of the software market shakeout, a shakeout caused in no small part by this "caveat vendor" sentiment, I could even laugh—but it isn't all that funny.

We...intend to maintain our 30-day preview policy, but unless educators as a group can be more scrupulous about buying all their software legitimately, few publishers will be around much longer who will be able to afford to develop and market any educational software.

Dear Sirs:

We have obtained the name of your firm in an article which describes "Software Distributors with Liberal On-Approval Policies." We are just beginning to look at software for use in our educational system. We are interested in companies that will accept on-approval orders for software, will give us 30 days to look at that software, and provide their catalogs free.

In addition, we are interested in companies who note in their descriptions of software, whether or not the software is write protected. We are going to attempt to buy software which we can duplicate and make available for our teachers. [Emphasis added.]

Would you please send us a free copy of your catalog and respond to our concerns about your policy regarding on-approval orders and return of software.

We trust that our survey of publishers will help sort out any confusion inherent in copyright policies. Yet, we also trust that the attitude expressed by this educator is atypical. Educators agree that the 30-day preview is a necessary part of purchasing software. Publishers agree also: about 75 percent of all publishers' now offer the 30-day preview. For that to continue, though, publishers have to be able to trust that educators will preview, and not copy, their software. To the extent that such bald misuse of the preview policy feeds publishers mistrust of previews it is to no one's advantage.

—Robert Burroughs
Editor

ELECTRONIC LEARNING

PUBLISHED BY SCHOLASTIC INC.
Maurice R. Robinson, founder 1895-1982

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don't have any programs reviewed during the first year? "That will happen," says Brittain, since the states were more concerned with including programs they wanted to see reviewed than with picking programs from a list of companies. "We also had to think about programs that people really needed, like remedial algebra and reading programs," says McCandless. "We don't have all the answers," she emphasizes.

They do, however, have hopes that SEED will open a dialogue among state people, and hardware and software companies, allowing them to discuss the software needs of educators, the best ways to review software, and how to eliminate pirating. A few software developers have also expressed an interest in discussing such topics. If all goes well, SEED could provide the basis for a beautiful—and budding—relationship.

SCHOOLS

THE LEAP TO LITERACY

COMPUTERS HELP AMERICAN INDIANS BRIDGE PAST AND FUTURE

IN A REMOTE AREA OF NORTH-western California where even telephone lines can be something of a technological rarity, Humboldt State University is developing a computer-assisted program to aid four American Indian tribes in making the transition to bilingual literacy. Utilizing a grant of three Apple Macintosh computer systems, educators in the Klamath-Trinity School District will try to overcome the literacy problems faced by members of the Tolowa, Karuk, Yurok, and Hupa tribes, problems which have led to 90 percent unemployment and a 50 percent drop-out rate.

Part of the problem has its roots in earlier history. "Children were told to behave as if they were white," says Tom Parsons, the director of the Center for Community Development at Humboldt State University. "They had their mouths washed out with soap if they talked Karuk," he continues. As the Indian languages became less prevalent, therefore, it was thought that the Indian tribes would become literate in English. Not so. "Although they may no longer be fluent in their own language, Indian students are nevertheless handicapped by the oral nature of their traditional language, so they can't compete in a written language like English. It is a huge transition for students to make, going from an oral to a written language," explains Parsons.

Computer alphabet. Furnished with three computers and three printers, therefore, Humboldt State's American Indian Languages and Literature Program plans to utilize a computer alphabet composed of forty symbols, called Unifon, to help students become bilingually literate. The Unifon symbols are able to reproduce phonetically the languages of the Indian tribes, languages which had previously been solely oral in nature.

The program has used Unifon in a limited capacity since 1966 but with the arrival of the computers, progress can speed up. "We have developed a Unifon type font for each of the languages, since they use totally different sounds," says Dr. Ruth Bennett, the Assistant Director of the Center for Community Development. "Now we can use the computer to create Unifon symbols almost like a typewriter."

The major project for the year will be the creation of a Natural Resources

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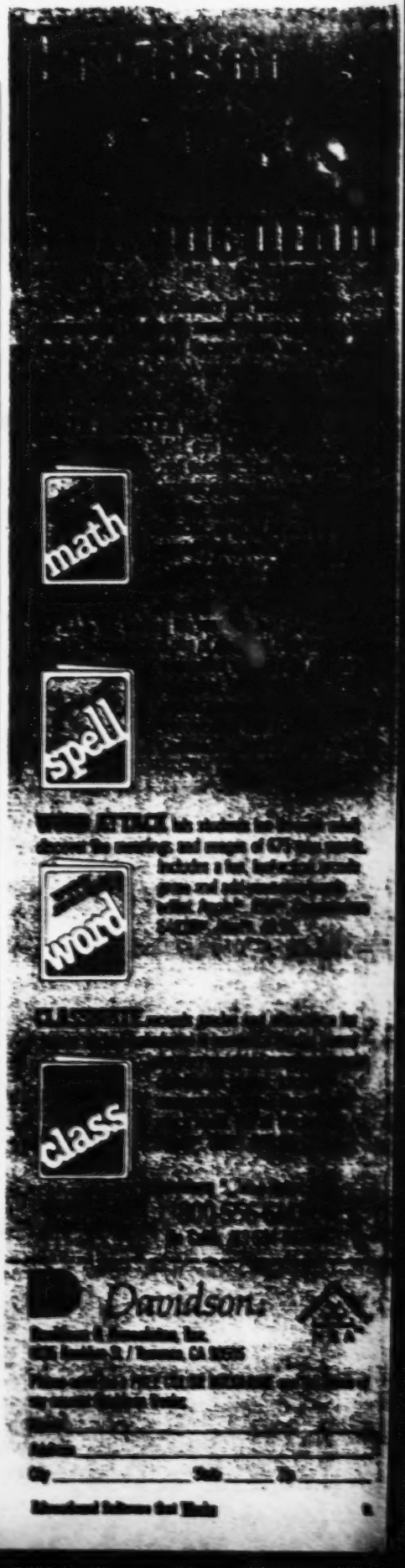
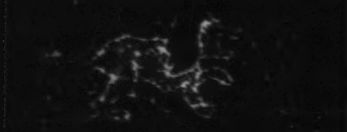
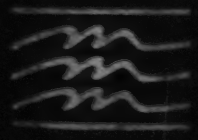


Mindscape

Software that challenges the mind

BANK STREET STORYBOOK
by George Brackett





NEWS

Dictionary for each of the four Indian languages, in which entries will be listed in English and the tribal Indian language using Unifon. By utilizing the graphics capabilities of the computer, it will also be possible to illustrate many of the dictionary entries. "Since the dictionary is focusing on nature and natural elements, it is culturally interesting to the Indians," says Bennett. "If we're going to make them literate, it is essential that the Indian students write about things which are important to them," she continues.

The first step towards compiling the dictionary has elementary students write sentences on the computer describing whatever they know about certain objects, like birds and trees. These descriptions are then passed onto the adult language classes where they discuss the children's efforts and add what they know. "It gets everyone involved. It has led to the coordination of all our language classes in the district, and in the process the students are becoming literate," explains Bennett.

The set-up. The computers are being introduced in schools' bilingual classes in which approximately 600 students are enrolled. One computer is kept at the center at Humboldt State University, another in an elementary school, while the third acts as a "floater," moving from site to site throughout the remote district. Twelve teacher-credential candidates in bilingual education assist in the scheme with help from the tribal teachers. The floating computer is accompanied by staff from the university.

It is hoped that the program will eventually have modems that will allow educators to communicate with schools that are totally isolated. "Some of them are not even on phone lines, so telephone calls must be relayed by short wave," says Parsons. "With modems, however, those remote schools will be able to contribute a great deal more to the dictionary project than at present."

Parsons stresses that the importance of the computers and the Unifon alphabet goes far beyond the teaching of language literacy. "The Indian tribes' knowledge of the language and culture of their people had been fast disappearing," he notes. "We don't think it's an accident that since the program got going the tribal ceremonial dances, which are used to express who and what they are, have come back." The last time there was such a dance was 1912.

ADMINISTRATION

TESTING THE CURRICULUM

COMPUTERIZED TEST MANAGEMENT LEADS TO BETTER STUDENT SCORES

IN ADDITION TO REQUIRING students to take the California Achievement Tests in math, writing and reading, the state of North Carolina is now considering adding science and social studies tests as well.

The goal is admirable, if a little daunting: Using these test results, educators can tailor their instruction to focus more closely on the perceived weaknesses of the students. The prospect, however, of sorting through pages and pages of standard scores, percentiles, and grade equivalents is hardly something to be relished.

Consequently, some schools are turning to computers to handle the problem. Such a school is Fred L. Wilson Elementary, a K-6 school of a little over 400 students located in

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Charles Kuralt's June 8, 1986 CBS News Sunday Morning national television program featured the Center's Director and two of its American Indian Languages & Literature teachers, Ms. Berneice Humphrey and Mr. Loren Bommelyn, both Tolowa of Del Norte High School, Crescent City. The program demonstrated Parsons' adaptation and use of the Unifon Alphabet to transcribe, teach, and re-generate northern California American Indian languages and literature.

The National Public Radio All Things Considered program of November 21, 1986 featured an interview of the Center's Director by Margo Adler, N.P.R. host. Subject of the interview was Parsons' adaptation and use of the Unifon Alphabet for transcribing teaching, and re-generating northern California American Indian languages and their classic literature.

APPENDIX I

ACTIVITIES OF DR. RUTH BENNETT,
July 1985 to June 1986

TEACHING ACTIVITIES - BILINGUAL EMPHASIS PROGRAM

The teaching activities listed here were conducted within the Multiple Subjects Credential Program -- with a Bilingual/Cross-Cultural Emphasis in Hupa, Yurok, Karuk, and Tolowa. There were 12 slots for teacher credential candidates: 5 graduates and 7 undergraduates. Kay O'Rourke Inong, Yurok, completed all work toward the Bilingual Emphasis Credential with an emphasis in Yurok.

In Addition to classes held on the HSU campus, classes were held all during the academic year for University credit at the following three locations: Happy Camp High School, Hoopa Elementary School, and Jack Norton Elementary School. These classes were held with the cooperation of the school districts involved with the districts providing classroom space and use of available office equipment. 17 persons took the introductory class, ED 499, for credit, all during the school year.

The following courses are undergraduate courses:

ED 499 Independent Study in Bilingual Education -- 1-3 s.u.
ED 501 Special Topics in Bilingual Education -- 1-3 s.u.

The following courses are graduate courses:

ED 727 Teaching Bilingual Education -- 2 s.u.
ED 728 Teaching Bilingual Special Education -- 1 s.u.
ED 751 Bilingual Supervised Field Experience -- 1-3 s.u.
ED 752, ED 753, ED 754 Bilingual Student Teaching -- 12 s.u.
ED 799 Independent Study in Bilingual Education -- 1-3 s.u.

In addition, the Director's teaching activities involved tutoring, counseling, and putting on special events such as workshops, advisory committee meetings, and student-initiated projects:

Fall 1985-

Orientation for Indian Community Classes -- meetings for the purpose of informing community people about the Indian language bilingual classes were held in three locations: Hoopa, Pecwan, and Happy Camp. Each meeting lasted a day, and attendance was approximately 20 persons at each.

Winter 1986-

Yurok Computer Instruction Workshop -- Jack Norton School -- 40 persons consisting of Yurok teachers, Yurok parents, and interested Pecwan community members, as well as two representatives from the University: Tom Parsons and William Murison.

Spring 1986-

College Motivation Day. Dr. Bennett spoke to high school students interested in attending college, about the opportunities available in the Bilingual Program at Humboldt State University.

PRESENTATIONS AT CONFERENCES

An award from NUCEA was received by Ruth Bennett and Tom Parsons for work with the American Indian Bilingual Emphasis Program. Dr. Bennett was honored for her work in American Indian Education, which involves elementary school, high school, and University undergraduates and graduates.

Presentations were made at the following conferences:

"Current Directions in American Indian Bilingual Education," Multicultural Conference, CSUC Chancellor's Office, Burlingame, CA. November, 1985.

"Bilingual Emphasis Program," Appleworld University Presentations, Brooks Hall, San Francisco, CA. January, 1986.

"Bilingual Emphasis Program," National University of Continuing Education Association, Portland, OR. April, 1986.

Conference Participation:

Traditional Indian Health Conference, HSU, Arcata, CA. June 26-28, 1986.

Tsurai United Indian Health Service Open House, Trinidad, CA. June 26-28, 1986.

RESEARCH & WRITING ACTIVITIES

Dr. Bennett continued her work with curriculum development. A list of current publications by the Bilingual Emphasis Program is attached. The research use of this work is in the areas of linguistics, native language instruction, English as a Second Language instruction, and particularly in the areas of computer-assisted instruction and bilingual cooperative learning.

Dr. Bennett's long-term research concerns favorable learning environments for bilingual American Indians; she is developing a theoretical basis for incorporating cooperative learning projects into the higher education curriculum.

GRANT-SEEKING EFFORTS

Grant-seeking efforts during this period were prolific, and seemingly long-term efforts are necessary to maintain funding at current levels, as all proposals submitted were received with encouragement, and are pending, or have been returned with recommendations to resubmit.

United States Office of Bilingual Education, Title VII, Educational Personnel Training Program, $170,099. Returned with reader's comments to resubmit for future funding cycles.

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California State Department of Education, Technology in Foreign Language Curriculum, $168,000. Returned with reader's comments to resubmit for future funding cycles.

DOCUMENTS PREPARED AND COMPLETED

American Indian Bilingual Education: Multiple Subjects Credential Program. Integration of Bilingual Emphasis Program into University Curriculum.

Describes rationale and background of Bilingual Emphasis Program as well as Program requirements and coursework.

Program Document: Multiple Subjects Credential Program with Bilingual/ Cross Cultural Emphasis in Hupa, Yurok, Karuk, and Tolowa.

Accepted by Commission on Teacher Credentialling, as current update of assurance and demonstration that the Bilingual Emphasis Program's requirements adhere to the rules of the Commission.

Bilingual Competency Exam: Exam in English/Hupa, English/Yurok, English/Karuk, and English/Tolowa covering three areas: language, culture, and bilingual education. There are oral and written portions of the language section of the exam; the other two sections are written essays.

PUBLICATIONS OF THE BILINGUAL EMPHASIS PROGRAM
1985 - 1986

Indian Language and Culture

KARUK

Basketmaking Among the Karuk

An illustrated book detailing traditional materials and techniques of Karuk basketmaking, with examples of different types of baskets.

Karuk Acorn Book

Illustrations and descriptions of traditional and present techniques of gathering and storing acorns, leaching the cracked acorns, and grinding the flour which is then made into acorn soup.

Karuk Birds

An illustrated booklet used as a curriculum unit in the classroom.

Karuk Crossword Puzzles

A booklet of crossword puzzles in the Karuk language, used in the classroom to reinforce vocabulary learning.

Karuk Lesson Book

Curriculum materials for Karuk workshop: lessons, games and The Story of Slug.

Karuk Song Texts

Unifon transcriptions, by Shan Davis, of Karuk Song Texts collected by Helen H. Roberts.

Karuk Stories

Three stories in Karuk and English: Bluejay, Deer and Waterdog.

Karuk Stories #2

Three stories in Karuk and English: Mockingbird and Swamp Robin, Coyote Tries to Reach the Sun, and Coyote's Trade Song.

Karuk Vocabulary Book

An illustrated vocabulary book of common Karuk words, including cultural and environmental items.

HUPA

Ceremonial Dances

Legends and stories about Hupa ceremonial dances.

Dances

Stories about traditional Hupa dancers by contemporary elders.

Hupa Birds

A curriculum booklet demonstrating Hupa initial consonant combinations.

Hupa Natural Resources Dictionary

Plants and animals, fish and birds, described and illustrated by Hupa school children, using the Apple Macintosh computer; entries are in Hupa and English.

Hupa Nature Coloring Book

Pictures of birds and animals with Hupa names.

Hupa Stories

Why Raccoon has Black Eyes
Coyote Steals Daylight
Coyote and Salmon
Young Man from Miskit
Stories by Hupa elder Fred Davis.

Hupa Stories

A Girl Was Stolen at Matilton Ranch
The Pterodaunus
Hawk and Rattlesnake
How Sally Lewis Became an Indian Doctor
How They Treat Newborn Babies
Traditional and contemporary stories by Hupa elders.

Hupa Stories Told in Springtime

Stories told by contemporary Hupa elders.

Hupa Sentences of the Week

Curriculum materials developed each week to increase language skills in Hupa and English; for use in the classroom.

Indian Story Day

Stories told by contemporary Hupa elders.

New Hupa Spelling Book

An illustrated vocabulary book of common Hupa words, including cultural and environmental items.

YUROK

Yurok Natural Resources Dictionary

Plants and animals, fish and birds, described and illustrated by Yurok school children, using the Apple Macintosh computer; entries are in Yurok and English.

Yurok Sentences

Sentences in Yurok in English to be used in the classroom.

Yurok Stories

Mouse and Frog
The Fox and the Raccoon
Eagle and Crow
Spring
Seaweed

Traditional and contemporary stories by Yurok elders.

Yurok Verb Paradigms

Examples of the grammatical patterns of Yurok verbs, which change form according to tense, person, number, and other culturally determined factors.

TOLOWA

Tolowa Brand New Stories and Long Ago People's Stories

New stories include Acorn Soup, Woodwardia, and Iris String Making; Long Ago People's Stories are: Coyote Married Them, Coyote Dancing, Panther a Good Hunter Is, and Low Tide Will Be That Way.

Tolowa Verb Paradigms

Examples of the grammatical patterns of Tolowa verbs, which change form according to tense, person, number, and other culturally determined factors.

OTHER

Pictures of commonly eaten foods, with names-related cultural information, and classroom activities; in English and Hupa, Yurok, Karuk, and Tolowa.

Bilingual Program Newsletter

Newsletter describing activities of program, sent to all students, parents, trainees, and other interested people.

DOCUMENTS

MULTIPLE SUBJECTS CREDENTIAL PROGRAM: Integration of Bilingual Emphasis Program Into University Curriculum

Describes rationale and background of Bilingual Emphasis Program as well as Program requirements and coursework.

PROGRAM DOCUMENT: MULTIPLE SUBJECTS CREDENTIAL PROGRAM WITH BILINGUAL/CROSS-CULTURAL EMPHASIS IN HUPA, YUROK, KARUK, AND TOLOWA

Submitted to Commission on Teacher Credentialing. Contains assurances of institution, professionals, and practitioners; program objectives, professional competencies, and field experiences; practitioners approval and follow-up of graduates; and evaluation of program, candidates, and graduates.

BILINGUAL COMPETENCY EXAM

Administered to Bilingual Emphasis Program teacher credential candidates in an Entrance and Exit phase; oral and written sections in all four target languates/cultures (Hupa, Karuk, Tolowa, and Yurok).